

**THE INFLUENCE OF GUIDED WRITING TECHNIQUE TOWARDS  
STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE  
SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 3 METRO  
IN ACADEMIC YEAR OF 2020/2021**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

**By :**

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2021**

## ABSTRACT

### THE INFLUENCE OF GUIDED WRITING TECHNIQUE TOWARDS STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT SMP N 3 KOTA METRO IN THE ACADEMIC YEAR OF 2020/2021

By: MARIA ULFA

Most of the students in junior high school especially in eighth grade had difficulties to write in English. The problems were they had difficulties in collecting the ideas in text, low motivation in writing, they were not interested in the writing and also they did not know how to start for writing. Besides that, guided writing technique as an alternative in teaching that could be used in teaching writing. Guided writing technique could help the student to improve their writing ability.

The aim of this research was to know whether there is any significant influence in writing descriptive text of students by using Guided Writing Technique. This research used Quasi Experimental Design that used Cluster Random Sampling. They were 32 students for experimental class. In order to collect the data, this research used writing test as the instrument. There was pre-test which was held before they were given treatment in experimental class and post-test was held after given the treatment.

The result of this research, it was obtained that  $Sig=0.115$  and  $\alpha=0.05$ . It can be concluded that the  $H_a$  is accepted and there is significant influence of Guided Writing Technique towards students' writing ability in descriptive text at the eighth grade at SMP Negeri 3 Kota Metro in the academic year of 2020/2021.

**Keywords:** *Descriptive Text, Guided Writing, Quasi Experimental Design, Writing Ability.*

## DECLARATION

I, herewith, testify that this research paper entitled **“The Influence of Using Guided Writing Technique towards Students’ Descriptive Text Writing Ability at SMP N 3 Metro”** is really my own writing with some quotations from some sources by using the acceptable scientific method of writing. Therefore, I will be responsible for any risk happened in the future if it is proved to offend the ethics of scientific writing.

Bandar Lampung, June 2021

The researcher,

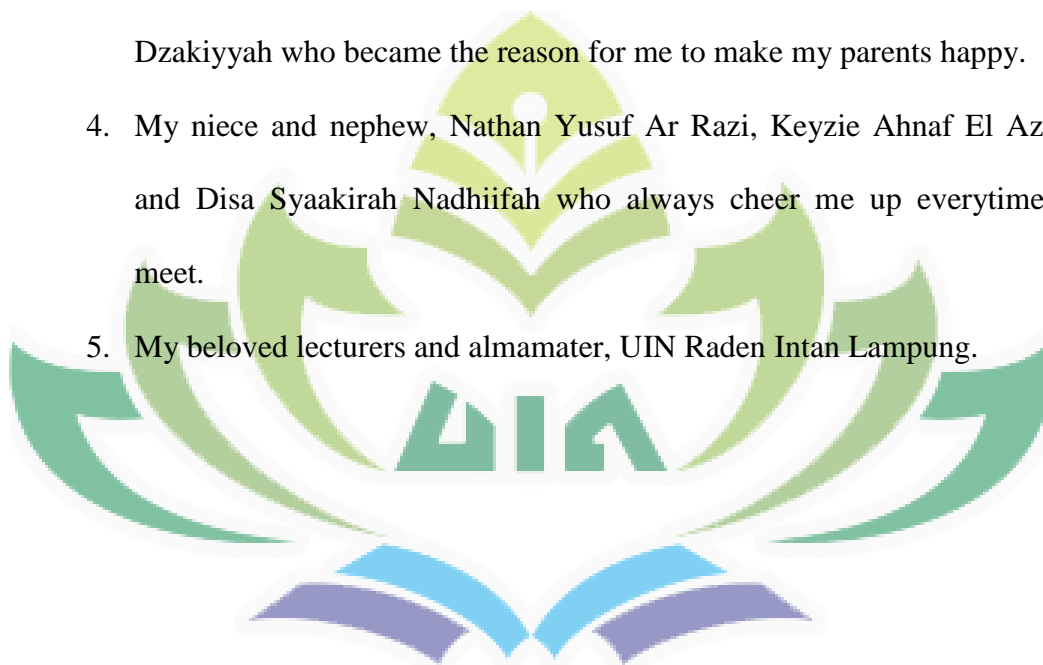
**Maria Ulfa**



## DEDICATION

This thesis is dedicated to:

1. Allah SWT who has guided me to finish this thesis gratefully.
2. My beloved parents, my mother Anida Lina and my father Johar Tabsyir who have given me the true strength, inspiration, love, pray and reason to me to pass this stage of my study.
3. My beloved sisters, Syarifah Nurbaiti, Khairunnisa and Diana Sayyidah Dzakiyyah who became the reason for me to make my parents happy.
4. My niece and nephew, Nathan Yusuf Ar Razi, Keyzie Ahnaf El Azzam and Disa Syaakirah Nadhiifah who always cheer me up everytime we meet.
5. My beloved lecturers and almamater, UIN Raden Intan Lampung.







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## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

1. "Nun[1489], By the pen and by the (record) which (men) write, "<sup>1</sup>  
(QS. Al-Qalam: 1)



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<sup>1</sup>*Al-Quran 3 bahasa: Arab, Indonesia, Inggris*, Depok: Al-Huda Kelompok Gem Islami), Al Qolam: 1, p.1219 (accessed on Monday, 10<sup>th</sup> July 2021: 22.16 PM)

## **CURRICULUM VITAE**

The researcher's name is Maria Ulfa whose nickname Mia. She was born in Sekampung, East Lampung, on March 2<sup>nd</sup>, 1996. She is the third daughter of four children of Mr. Johar Tabsyir and Mrs. Anida Lina.

The researcher started her formal study in pre-elementary school of TK Perwanida, Kota Metro, and graduated in year 2002. She continued her study to SD N 1 Kota Metro, Lampung, and graduated in year 2008. After that, she continued to Ummul Quro Islamic Boarding School, Banyusuci, Leuwimekar, Leuwiliang, Bogor and graduated her Junior High School in year 2012. In the same Boarding School, she finished her Senior High School in year 2014. The last, she continued her study to UIN Raden Intan Lampung.

The researcher joined some organizations and become an ambassador, delegate and volunteer during her had been studying in UIN Raden Intan Lampung. They are: Member of UKM Bahasa in period 2014-2016, staff of ESA in period 2014-2016, Intern Buddy for Netherlands student of AIESEC Official Expansion in UNILA for Summer Project in 2015, Delegate of Global Goals Model United Nations (GGMUN) at Kuala Lumpur, Malaysia in 2018, Volunteer of World Indonesia Scholarship Festival of Mata Garuda Lampung in 2019, Committee of Asia Youth International Model United Nations (AYIMUN) at Putrajaya, Malaysia in 2019, Liaison Officer of Young Scholar Symposium on Science Education and Environment (YSSSEE) International Conference 2019 in Novotel Lampung, Ambassador of International Global Network (IGN) in period 2019-2020.



During being a student in UIN Raden Intan Lampung, the researcher has experience to be a teacher and chief of marketing in a course of Intereducation, Sukarame, Bandar Lampung.



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I am grateful to Allah ﷻ, the Lord of the world, the God of the people, the king of the kings, for the good mercy and blessing during my study and in completing this final project. Then, my humble gratitude to the holy prophet Muhammad ﷺ whose way of life has been continuous guidance for me.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

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Nevertheless, this thesis is far for being perfect; therefore, any constructive criticism, ideas, and suggestions for its improvement will be greatly appreciated.

Bandar Lampung, June 2021

The researcher,

Maria Ulfa

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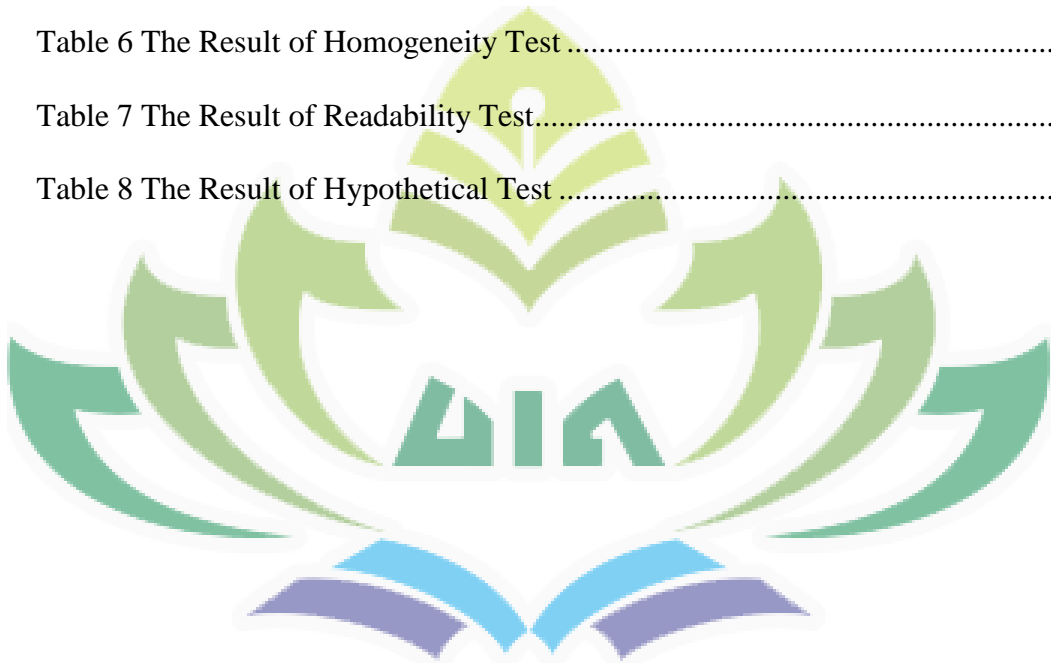
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is very important for our life. Language is a tool of communication to communicate between one to another. All people need language to communicate. Language is the system of human communication which consists of the structured arrangement of sounds or written into larger units, e.g. morphemes, words, sentences.<sup>2</sup> It indicates that language is a system to help someone to communicate with others. The language also has the rules in arranging it. Therefore, language is so important for human. By learning a new language is the same as starting a journey. The road we will take as the researcher is long and we will spend a lot of things - good and bad - along the way.

According to Brown, "Language is a systematic that used for communication operating in a speech community or culture and also acquired by all people in much the same way. Language and language learning both have universal characteristics."<sup>3</sup> It means that language is a system of communication, as

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2 Jack. C. Richards and Richards Schmidt. *Dictionary of Language Teaching and Applied Linguistics* (California: Wesley Longman, 4<sup>th</sup> Edition, 2002), p.311.

3H.Douglas Brown, *Principle of Language Learning and Teaching* Fifth Edition (California: Addison Wesley Longman, 2000), p.6

humans' speech and culture, and also is important for them because without language, the human cannot interact perfectly as human being.

In Indonesia, there are many foreign languages that are learned by learners such as, English, Arabic, Japan, French, and others. Commonly, many people learn English because English is a common international language. Harmer states that, "English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country."<sup>4</sup> It indicates that English is learned by learners from school to institute and with learning English; it can give you the ability to talk to others around the world as it is an international language or foreign language.

Nowadays, there are many people who studying English both in formal or non formal education, realizing that English is important. English is a foreign language that becomes the subject of learning in the schools, especially in Indonesia. English is a foreign language that is needed to communicate in international communication.

There are four skills in English. They are listening, speaking, reading and writing. To communicate, people usually use spoken language or written language. Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arranged in

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4 Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2009), p.39

words, sentence and paragraph by using eyes, brain, and hand.<sup>5</sup> It means that writing is a skill that express the idea, opinion and thinking by using writing.

As a matter of that writing is something that can be learned by everyone. Most of the student state that it is difficult to write. Some people complain about poor writing English of Junior High School graduates. In fact, writing in English is difficult because it is different from that in Indonesia. The differences are from the language structure and the student should master the vocabulary in English.

To know students' initial English ability, the researcher did the preliminary research. Based on the preliminary research on November 25<sup>th</sup>, 2020, the researcher collected some data about students' score of writing, especially in descriptive text from the English teacher and did the interview with the English teacher there. The teacher said that the students' writing ability at the seventh grade of UPTD SMPN 3 Metro is still low. It is the fact that students found difficulties to express their ideas correctly and they are confused to determine and to distinguish what the tense will be suitable used in describing things. They do not have idea to practice and develop descriptive text.<sup>6</sup> It denotes that students still have difficulty in writing especially in writing ideas from their mind without guidance.

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5 Ann Raimes, *Technique in Teaching Writing*, London, Oxford American English.1983 p.3

6Santi, *English Teacher*, at UPTD SMPN 3 Metro, November 25<sup>th</sup>2020. An Interview

The score of the students in writing descriptive text can be seen on Table 1.1.

**Table 1**  
**Students' English Score at the Eight Grade of UPTD SMPN 3 Metro in Academic Year 2020/2021**

No.	Score	The Number of the students	%
1	$\geq 76$	165	32%
2	$< 76$	262	68%
Number of students		427	100%

*(Source: Documentation of English Teacher at UPTD SMPN 3 Metro)*

From the table above we can see student's score more than 76 are about 32% and less than 76 are about 68%. Based on the preliminary research in UPTD SMP N3Metro, the researcher found the students were difficult to share ideas in written form. The researcher has interviewed the English teacher Mrs. Santi Budiwati, M.Pd also students about teaching and learning descriptive text. The students cannot write well in English because of their grammar ability, knowledge, and vocabularies are still low. Therefore, in learning writing in class, they are difficult to learn about descriptive text. She also added that the students are lack of motivation in learning writing.<sup>7</sup>It means, the students are still lack in knowledge of writing in English.

Some factors are involved in teaching learning process like teaching technique and teaching method which play an important role to achieve the objectives of learning. To solve the students' difficulties in writing problem, teacher choose an

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<sup>7</sup> Santi, *data of English Score at eighth grade of UPTD SMPN 3 Metro, November 28<sup>th</sup> 2020*, Unpublished



appropriate technique in teaching English especially in teaching descriptive text to improve students' writing ability. In this research, the researcher chose to apply guided writing as a technique in teaching especially teaching descriptive text in writing skill. "Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing."<sup>8</sup>

It means that guided writing is a technique to guide the writing and give steps to make a good writing. According to Smith, "guided writing is packed with specific help for the teacher and a rich supply of student activities in vocabulary and sentence building and paragraph and story writing. Following this program will result in your students becoming strong, confident writers. Guided writing provides the support for success while students learn to write."<sup>9</sup> It denotes that guided writing is giving support and a rich supply activity for students in writing learning process. Moreover, descriptive text is available in syllabus at the second semester of eighth grade of UPTD SMPN 3 Metro. By using Guided Writing Technique in descriptive text will make them easy to understand and implementing descriptive text in writing.

Previous researches were conducted by Istiqomah about The Use of Guided Writing Technique to Improve Students Writing Ability of Narrative Text<sup>10</sup> and by Yeny Aryningtyas about Improving Students' Writing Skill by Using Guided

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<sup>8</sup> Lori D. Oczkus, *Guided Writing: Practical Lessons, Powerful Results* (Heinemann: Portsmouth, NH, 2007), p.6.

<sup>9</sup> Mary D. Smith, *Classroom Authoring: Guided Writing Grade 2*, U.S.A, 2008, p. 5

<sup>10</sup>Istiqomah, *The Influence of Guided Writing Technique Towards Student's Writing Ability in Writing Narrative Text*, 2016

Writing<sup>11</sup>. There were significances of using guided writing technique from the results of those previous researches. By this technique, the students solved the students' problem especially in writing ability. Therefore, the researcher concluded that guided writing is a technique that can be used to achieve students' ability and give writing guidance, support and also a rich supply activity for students to create a nice writing. The researcher had chosen guided writing as a technique to teach descriptive text. The researcher hopes that guided writing can be helpful for the students to reduce the students' problems in writing descriptive text.

Based on the descriptions, the researcher entitled this thesis as follows: The influence of using guided writing technique towards student's descriptive writing ability at the first semester of the eighth grade of UPTD SMPN 3 Metro in 2020/2021 academic year.

## **B. Identification of the problem**

Based on background of the problem, the researcher identified The problem follows:

1. Students find some difficulties to express their ideas and feelings in writing skill.
2. Students find difficulties to arrange the sentences and to determine the correct tenses used in descriptive.

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11Yeny Aryningtyas, *Improving Students' Writing Skill by Using Guided Writin*, 2012

3. The teacher does not use interesting technique in teaching.

### **C. Limitation of the Problem**

Based on the identification of the problem, the researcher focused on the influence of guided writing technique towards student's descriptive writing ability at the second semester of the eighth grade UPTD SMPN 3 Metro in 2020/2021 academic year.

### **D. Formulation of the Problem**

Based on the identification and the limitation of the problem, the researcher formulated the problem as follows: Is there any significant influence of guided writing technique towards student's descriptive writing ability at the second semester of the eighth grade UPTD SMPN 3 Metro in 2020/2021 academic year?

### **E. Objective of the Research**

Based on the formulation of the problem, the objective of the research is to know whether there is significant influence of guided writing technique towards student's descriptive writing ability.

## **F. Uses of the Research**

The result of the research expected to give the theoretical and the practical contribution as follows:

1. For theoretical contribution, the result of this research is expected to give information to the English teacher of UPTD SMPN 3 Metro about the influence of using guided writing technique towards students' ability in writing descriptive text.
2. For practical contribution, the results of this research are expected to give motivation for the students of UPTD SMPN 3 Metro in learning English especially in writing descriptive text.

## **G. Scope of the Research**

The scopes of the research are:

### **1. Research Subject**

The research subject was the students at the second semester of the eighth grade UPTD SMPN 3 Metro in 2020/2021 academic year.

### **2. Research Object**

The research object was the use of guided writing technique and student's descriptive writing ability.

### **3. Research Place**



The research place was conducted at UPTD SMPN 3 Metro.

#### 4. Research Time

The research time was conducted at the second semester in 2020/2021 academic year.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theory

##### 1. Teaching English as a Foreign Language

In teaching English as a foreign language, teachers should have good preparation and technique in giving the material to the students. “Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.”<sup>12</sup> It signifies that teaching English as foreign language is taught for learners whose their first language is not English. It is as in our country Indonesia. In Indonesia, English is learned at schools and people do not speak the language in society.<sup>13</sup> Therefore, many people think that English is difficult because they do not practice in their daily life. English in Indonesia as foreign language, so people just learn it as the subject in their schools.

“Learning EFL, that is English in one’s native culture with few immediate opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan), may at first also appear to be easy

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<sup>12</sup> Clare Gilby, *Teaching English As A Foreign Language*, Edge Hill University, Edge Hill Careers Centre, p. 1

<sup>13</sup> Ag. BambangSetiadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p.22.

to define.”<sup>14</sup> It means that learning EFL is learning English for learners in one’s native culture to give the chance using language within the environment of that culture.

Broughton, *et.al.* also stated that “English, as a world language, is taught among others in schools, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.”<sup>15</sup> It means that English as a world language is taught in schools. It is not only taught in the school that English as foreign language but also in the school that English as second language.

According to these explanations, the researcher concluded that teaching English as foreign language is learning English for learners whose their first language is not English, in one’s native culture to give the chance using language within the environment of that culture and learning English is also taught in schools. Therefore, a teacher must be able to deliver the English subject for the learners well. The teacher also has appropriated technique in teaching, so the learners can get the understanding well.

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14 H. Douglas Brown, *Principles of Language Learning and Teaching* (5<sup>th</sup> Ed.), White Plains, Longman, 2006, p. 205

15 Geoffrey Broughton, *et.al*, *Teaching English as a Foreign Language* (2<sup>th</sup> Ed. ), New York, Routledge, 1980, p. 7

## 2. Writing

### a. Writing and Writing Process

There are many theories of writing. Firstly, according to Brown “writing is production mode for learning, reinforcing, or testing grammatical concepts.”<sup>16</sup>It signifies that writing is a skill to learn how to produce sentences well that appropriate with grammatical concept.

Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.<sup>17</sup> It means that writing is a skill that explore the idea, opinion and thinking by writing.

Writing is an activity to express and put on the ideas or thought on written form. In addition, Harmer states that writing is a process, because it goes through many stages.<sup>18</sup> It can be said that when we are trying to write something, we need some steps.

From the statements, it can be said that writing is not instant process. There are some steps of writing based on Harmer, there are:

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<sup>16</sup>H.D.Brown, *Teaching By Principle, An Interactive Approach to Language Pedagogy*, New Jersey Hall, 2001, p.344

<sup>17</sup> Ann Raimes, *Technique in Teaching Writing*, London, oxford American English.1983 p.3

<sup>18</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, New York, Longman, 1999. p. 3



## 1. Planning

Experienced writers plan what they are going to write. Before they start to write or type, they try and decide what they are going to say. For some writers this may involve making detail notes. When planning, writers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure.

## 2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

## 3. Editing (reflecting and revising)

Once writer have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, they make a new paragraph.

## 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>19</sup>

Based on the explanations, the researcher concluded that writing is an activity, production mode in learning process to express the idea, opinion and produce the sentences that appropriate with grammatical concept by writing. It also has four

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<sup>19</sup> Jeremy Harmer, *How To Teach Writing*, New York, Longman. 2009. p.4

steps in learning process; they are planning, drafting, editing (reflecting and revising), and final version.

### **b. Writing Ability**

Broughton, *et.al* state “The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation—interact with the listeners and adapt as we go along. For this reason, the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized.”<sup>20</sup> It indicates that writing ability is an ability that being less flexible than a conversation and the language is used tends to be formal. Peha states that writing is the communication of content (what the writer wants to say) for a purpose (why the writer writes it) to an audience (who the writer writes to).<sup>21</sup> It means that writing is tool of communication for writer with a specific purpose to the audiences.

In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word / idiom).

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<sup>20</sup> Geoffrey Broughton, *et.al*, *Teaching English as a Foreign Language* (2<sup>th</sup> Ed. ), New York, Routledge, 1980, p. 116

<sup>21</sup> Steve Peha, *The Writing Teacher's Strategy Guide*, TTMSInc, 2003, p. 58.

4. Language (the ability to write in appropriate structure).

5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>22</sup>

Based on the explanations, it can be concluded that writing ability is an ability to communicate or express ideas and thoughts on written form which fulfills five aspects of writing including content, organization, vocabulary, language, and mechanics effectively that being less flexible than a conversation and the language is used tends to be formal.

### **c. Assessment**

In this research, the researcher will focus in writing skill. Therefore, in this research will use writing assessment. There are five aspects of writing assessment they are, content, organization, vocabulary, language, and mechanic.

In this research the researcher will use inter-rater to score the result of the test. It indicates that, in scoring the test there was more than one rater. The researcher will use two people to score the test. The scoring was done by the researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters was summed up and then divided into two.

The score of the test was calculated based on the following system proposed by Tribble.

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<sup>22</sup> Cristopher Tribble, *Language Teaching Writing*, Oxford University Press, 1996,

**Table 2**  
**Scoring Rubric for Writing Work**

<b>Aspect of writing</b>	<b>Score</b>	<b>Criteria</b>
<b>Content</b>	5	Provide complete element (goal, materials and steps) and easy to understand
	4	Provide almost complete element (goal, materials and steps) and easy to understand
	3	Provide fairly complete element (goal, materials and steps) and fairly easy to understand
	2	Provide quite complete element (goal, materials and steps) and quite easy to understand
	1	Not complete and difficult to understand
<b>Organization</b>	5	Well organized and utilize effective use of transitional words/phrases
	4	Fairly well organize and utilize effective use of transitional words/phrases
	3	Loosely organized but main ideas clear, logical but incomplete transitional words/phrases
	2	Ideas disconnected, lack transitional words/phrases
	1	Lack organization, and does not utilize any transitional words/phrases
<b>Grammar</b>	5	No errors in the use of the present tense
	4	Almost no errors in the use of the present tense
	3	Some errors in the use of the present tense
	2	Many errors in the use of the present tense
	1	No mastery of the present tense, dominated by errors in the use of the present tense
<b>Vocabulary</b>	5	Very effective choice of words and words form
	4	Effective choice of words and words forms
	3	Adequate choice of words but some misuse of vocabulary and words forms
	2	Limited range, confused use of words and words forms
	1	Very limited range, very poor knowledge of words and words forms
<b>Mechanic</b>	5	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks and initial capital letter.
	4	Well organized and utilize punctuation: periods, commas, semi colons, quotation, and marks.
	3	Occasional errors of punctuation: periods, commas, semi colons, quotation, and marks.
	2	Frequent errors of punctuation: periods, commas, semi colons, quotation, and marks.
	1	No mastery of convention, dominated by errors of punctuation: periods, commas, semi colons, quotation,

		and marks and initial capital letter.
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Based on those explanations, there were five aspects of writing assessment they were, content, organization, vocabulary, language, and mechanic. These five aspects were needed to measure the score of writing skill and each aspect had the different assessment.

### **3. Concept of Text**

#### **a. Definition of Text**

Text is when these words are put together to communicate a meaning, a piece a text is created. there are two big groups in categorizing of the text, they are: literary text and factual text.<sup>23</sup> A text of any object can be read and it transmits some kind of informative message. In this case, the researcher will explain about the concept of text that contain kind of genre and also explain about descriptive text.

#### **b. Text Type Genre**

Literary texts include descriptive, poetic, dramatic, literary recount, observation, literary description, personal response, review. Factual texts include factual description, information report, procedure, procedural recount, factual recount,

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<sup>23</sup> Mark and Katy Anderson, *Text type in English*, (Australia, Macmillan, 1997), p.1.

explanation, exposition and discussion. It signifies that text is arranging of the words to be a sentence in order to give message to somebody.

Gerot and Wigel classify the genre into thirteen types. They are :

### 1. Spoof

Spoof is a text to retell and event with a humorous twist.

### 2. Recount

Recount is a text to retell events for the purpose of informing and entertaining.

### 3. Report

Report is a text to describe the things is with reference to a range of natural, man-made and social phenomena in our environment.

### 4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in case.

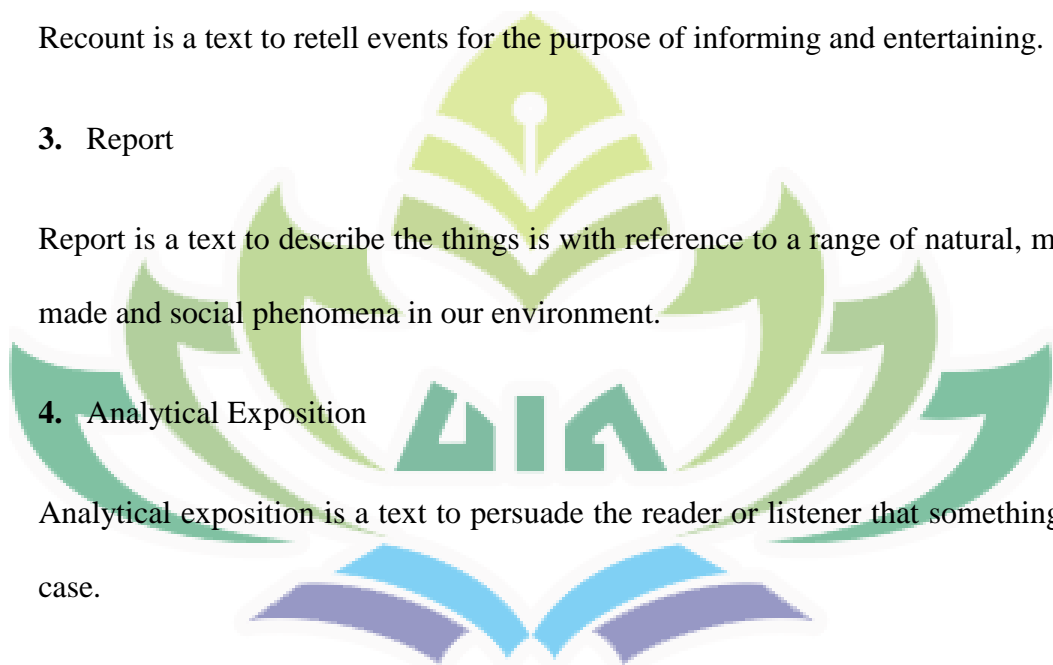
### 5. News Item

News Item is a text to inform readers, listener and viewer about events of the day which are considered newsworthy or important.

### 6. Anecdote

Anecdote is a text to share with other and account of unusual or amusing incident

### 7. Narrative





Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

### **8. Procedure**

Procedure is a text to describe how something is accomplished through a sequence of action or steps.

### **9. Description**

Description is a text to describe a particular person, place or thing.

### **10. Hortatory Exposition**

Hortatory Exposition is a text to persuade the reader or listener that something should not be the case.

### **11. Explanation**

Explanation is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

### **12. Discussion**

Discussion is a text to present (at least) two points of view about an issue

### **13. Review**

Review is a text to critique an art work or event for public audience.

Based on the explanation above, it can be concluded that there are many kinds of texts in teaching writing for student and each student must be able to understand the generic structure and language of the text. The researcher will investigate

descriptive text because the student still difficult to understand kind of genre especially descriptive text, it can be showed in interview with teacher in the chapter one. In this case, the researcher will only focus in descriptive as the form of writing that will be investigated

#### 4. Concept of Descriptive Text

##### a. Definition of Descriptive Text

Gerot says that descriptive text is a text which lists the characteristics of something. Descriptive is to describe a particular person, place and things. Therefore, our visualization is needed. To create this text our imagination must flow on paper. It means that descriptive text is a way to describe everything such a description of person, place or thing which is seen by writer in detail.

In addition, descriptive text is giving information about something or someone. It can be concrete object such person, animal, car, etc. it can also be abstract object such as opinion, idea, love, hate, belief, etc.

Here is an example of descriptive text:

##### *A Puppy*<sup>24</sup>

*My father gave a present I have wanted for years. It's a dog. A puppy to be exact. I called him Ross. Ross is small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for it mom. But dad can't see its mom, so Dad decides to bring it home and give him some comfort. Ross is a*

<sup>24</sup> Contoh deskriptif teks dalam bahasa inggris, <https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/> (accessed on Sunday, 11<sup>th</sup> July 2021: 22.16 PM)

*good eater. It always finished everything we gave. Now it's been a year since Ross come to our family. It small body has grown up into size of football ball. Ross is a good puppy and we love him so much.*

### **b. Purpose of Descriptive Text**

From the point of the writer, the main purpose of a descriptive text is to give description, to disclose, namely to explain about specific individual or an object in detail. So, we can say that descriptive text is the text that describes what kind of person or an object described good shape, properties, number and others in particular.

### **c. Generic Structure of Descriptive Text**

As we know, in making a text especially descriptive text, it has some steps and rules to make a good text. Here are the generic structures of descriptive text:

1. Identification: general description about an object
2. Description: specific description about an object

## **5. Descriptive Writing Ability**

Writing is one of skills in English that is called as difficult skill for many people. To produce good writing, the writer should do the process of writing well. Besides that, the researcher also must practice it more and rapidly. Descriptive writing is a

type of writing that is learned in Junior High School. It is used to describe about things, animal and people.

Writing ability is defined as technical competence to arrange and produce written form in which the researcher uses certain of variables of Tribble states that there are five scoring criteria for scoring writing, they are: task fulfillment/content, organization, vocabulary, language and mechanics.<sup>25</sup>

From the explanation above, it can be concluded that students' descriptive text writing ability is the ability to describe the characteristics of something; it can be a person, a place, or thing so the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations, vocabularies, languages, and mechanics.

## **6. Guided Writing**

In this case, the researcher showed about guided writing. It was divided into four points: definition and concept of guided writing, the advantages and disadvantages of guided writing, teaching descriptive text through guided writing, procedure of teaching descriptive through guided writing.

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<sup>25</sup> Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

### a. Definition and Concept of Guided Writing

There were some theories about guided writing, according to Tyner, “guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice.”<sup>26</sup> It means that guided writing is an instructional to write in learning writing process. In learning process, guided writing has learning steps they are modeling support and practice.

Then according to Smith, “guided writing is packed with specific help for the teacher and a rich supply of student activities in vocabulary and sentence building and paragraph and story writing. Following this program will result in your students becoming strong, confident writers. Guided writing provides the support for success while students learn to write.”<sup>27</sup> It means that guided writing is giving support and a rich supply activity for students in writing learning process.

Fountas and Pinnell state that, “guided writing is defined here as instructional framework presented to students who share similar needs at a particular point in time.”<sup>28</sup> It means that guided writing is a framework of instructional given to the learners to help them at the particular time. Guided writing is a teaching strategy which is valuable to expand and develop texts in the written form during

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26 Yu-Feng LAN, Chun - Ling HUNG and Hung-Ju HSU, *Effects of Guided Writing Strategies on Students' Writing Attitudes Based On Media Richness Theory*, TOJECT : The Turkish Online Journal of Educational Technology, p.149

27 Mary D. Smith, *Classroom Authoring: Guided Writing Grade 2*, U.S.A, 2008, p. 5

28 Fountas and Pinnell in Gibson, *Effective Framework for Primary-Grade Guided Writing Instruction*, 2008

writing.<sup>29</sup> It signifies that a writing teaching strategy to develop or increase writing skill.

Guided writing loosens the teacher's control but still offers a series of stimulators. For example, the teacher might get students to tell story just viewed on a videotape by asking them a series of questions.<sup>30</sup> It means that guided writing process provides a series of stimulators for the students. Like the example above that students are asked to tell story after watching videotape by asking them some questions based on the topic.

Based on the explanations, the researcher concluded that guided writing is a strategy, support and instructional writing in writing learning process to increase and help learner's writing skill. It was done by providing stimulators for the students to help students. It could be done with the students are asked to retell the descriptive story based on their answers with their own selves after giving the list of questions based on the topic

#### **b. The Advantages and Disadvantages of Guided Writing**

Some advantages and disadvantages of guided writing based on explanations are as follows:

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<sup>29</sup>Handayani, A A, Komang, dantesNyoman, Ratmaningsih, Ni Made2, *The Effect of guided writing strategy and students' Achievement Motivation on students' Writing Competency*, (Ganesha University of Education Singaraja, Indonesia: e-Journal Pascasarjana 2013

<sup>30</sup>H.D.Brown, *Loc. Cit*



### 1) The Advantages of Guided Writing

1. Building the confidence students to be active participant in writing
2. Supporting the students in making writing.
3. Helping the students are easier in developing the text.

### 2) The Disadvantages of Guided Writing

1. It needs a lot of time in the classroom before asking the student to make a text.
2. The teacher should make the guided writing and need a good preparation.

### c. Teaching Descriptive Text through Guided Writing

According to Smith, guided writing is packed with specific help for the teacher and a rich supply of student activities in vocabulary and sentence building and paragraph and story writing. Following this program will result in your students becoming strong, confident writers. Guided writing provides the support for success while students learn to write.<sup>31</sup> It means that guided writing is a giving the support and a rich supply activity for students in writing learning process.

There are many kinds of texts that can be used in writing, such as descriptive, descriptive, recount, procedure, report, exposition, argumentation and explanation.

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31 Mary D. Smith, *Loc. Cit*

In this research, the researcher focuses on descriptive text. Descriptive text is a text to describe a particular person, place or thing.

Descriptive text consists of Identification and description. Guided writing is a relative technique that can be used to teach descriptive text. Through guided writing, the students are helped to avoid serious errors as long as they follow the direction and answer the questions are given in guided writing.

Guided writing loosens the teacher's control but still offers a series of stimulators. For example, the teacher might get students to tell story just viewed on a videotape by asking them a series of questions.<sup>32</sup> It means that in guided writing provides a stimulator for students.

The following example of the questions that can be used. The description is about "Elephant."

Question : What animal is the largest and the strongest?

Answer : elephant

Question : Why does elephant strange looking animal?

Answer : because it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk.

Question : Where do we commonly see the elephant?

Answer : an elephant commonly can be seen in the zoo.

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<sup>32</sup>H.D.Brown, *Teaching By Principle*, Loc. Cit

Question : What is elephant peculiar feature?

Answer : The trunk is the elephant's peculiar feature.

Question : What are the usages of the trunk?

Answer : the elephant draws up water by its trunk and can squirt the water all over its body like shower bath.

Question : how useful does the elephant to man?

Answer : the elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful to man.

Question : how does the human treat the elephant?

Answer : Elephant can be trained to serve in various ways such carry heavy load, hunts for tigers and even fight.

Thus, the students may make and develop a descriptive text based on these answers. Based on the explanations, guided writing is a technique to guide in making a good descriptive writing. By using guided writing, the students are asked to develop the descriptive text based on the answers from questions.

#### **d. Procedure of Teaching Descriptive Through Guided Writing**

According to the government policies, especially for Indonesian teachers and students, they have to be able to make a sudden transition from offline classroom

to online classroom to practice teaching and learning. In this time of COVID-19 pandemic, with its consequence that forced many sectors to be transited to online

Ministry of Education and Culture has made various learning adjustments to avoid burden on teachers and students while still valuing character strengthening. Nadiem Anwar Makarim as Ministry of Education and Culture encourages teacher not to complete all materials from the curriculum but the students are still involved in relevant learning. It means that all of students are in adaptation in learning online during pandemic situation and the researcher have to consider to do the procedure of teaching descriptive through guided writing by online meeting classroom.

According to Tyner there are three steps to teach by using guided writing. They are modeling, support and practice. The researcher elaborated the procedure of teaching writing descriptive through guided writing in the classroom follow<sup>33</sup>:

1. Modeling
2. Support
3. Practice

Steps of Procedure that the researcher will do to teach writing by using guided writing technique for online classroom:

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33 Yu-Feng LAN, Chun - Ling HUNG and Hung-Ju HSU, *Effects of Guided Writing Strategies on Students' Writing Attitudes Based On Media Richness Theory*, TOJECT : The Turkish Online Journal of Educational Technology, p.149

- a. Before the class opens at the time of learning schedule, first a simulation is to enter the zoom meeting application by sharing the address and meeting number, so that teaching learning can be carried out face-to-face with students
- b. After the simulation is successful, learning begins by sharing the roll-call in the form of link to fill.
- c. The teacher shares the material by video and presentation about descriptive text. The teacher explains Generic structure and example of descriptive text.
- d. The teacher facilitates the students the example of descriptive text by assigning the student to read the topic about descriptive text below and giving some questions to check their understanding.

#### *My Town<sup>34</sup>*

*I live in Newquay. It's a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favourite place is Fistral Beach.*

*I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering is different because it is rock climbing, jumping into the sea and swimming in the same activity, but you should always go with a special instructor.*

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<sup>34</sup> Descriptive text about place, My Town,  
<https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/my-town>  
 (accessed on Tuesday, 12<sup>th</sup> July 2021: 20.10 PM)

*If you like animals you can also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You can also go horse riding on the beach or visit Newquay Zoo. There are lots of other attractions too like mini golf and bowling. Come and see for yourself!*

- e. Facilitating the students stimulation by giving questions about the text to help them to understand the content of the text
  - Where is the location of Newquay?
  - What are the places to visit in Newquay?
  - What are the things to do in Newquay?
- f. The teacher makes sure the understanding of student about the content of the text and assigning them to write the text about descriptive after giving the simulations to the student as the directions of the test (see appendixes7)
- g. Student answer questions directly using the link made on google form
- h. The teacher provides the feedback on student answers.
- i. If there is a student who does not understand the material, the teacher provides reinforcement through the zoom meeting.
- j. Assessment will be done on google form.

## **B. Frame of Thinking**

Writing is one of skills in English that has to be mastered. In Junior High School, descriptive text is one of texts that is taught in learning process. It means that the students must have ability in descriptive text writing.



Therefore, we avoid a technique which can be applied to teach writing in order the students can make a writing text easier. One of techniques that can be applied is Guided Writing Technique.

Students' difficulties are caused by the lack of practice done by the students or inappropriate technique that the teacher used to teach writing and also, they are not confident with their ability. In this case, the researcher applied guided writing technique to teach writing. Guided writing is a strategy or component to balance in writing, give the supporting steps for independent writing. The activity of guided writing gave the simulations of the story based on the topic to the students and provided the list of the questions and the students answered the question.

### **C. The Hypothesis**

The hypothesis of this research is as follows:

Ha: There is a significant influence of using guided writing technique towards student's descriptive writing ability at the second semester of the eighth grade of UPTD SMP N3 Metro 2020/2021 Academic Year.

Ho: There is no significant influence of using guided writing technique towards student's descriptive writing ability at the second semester of the eighth grade of UPTD SMP N3 Metro 2020/2021 Academic Year.

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